

Evidence-Based Emergent Literacy Model for Students with Significant Disabilities Using AT Adaptations

Closing the Gap
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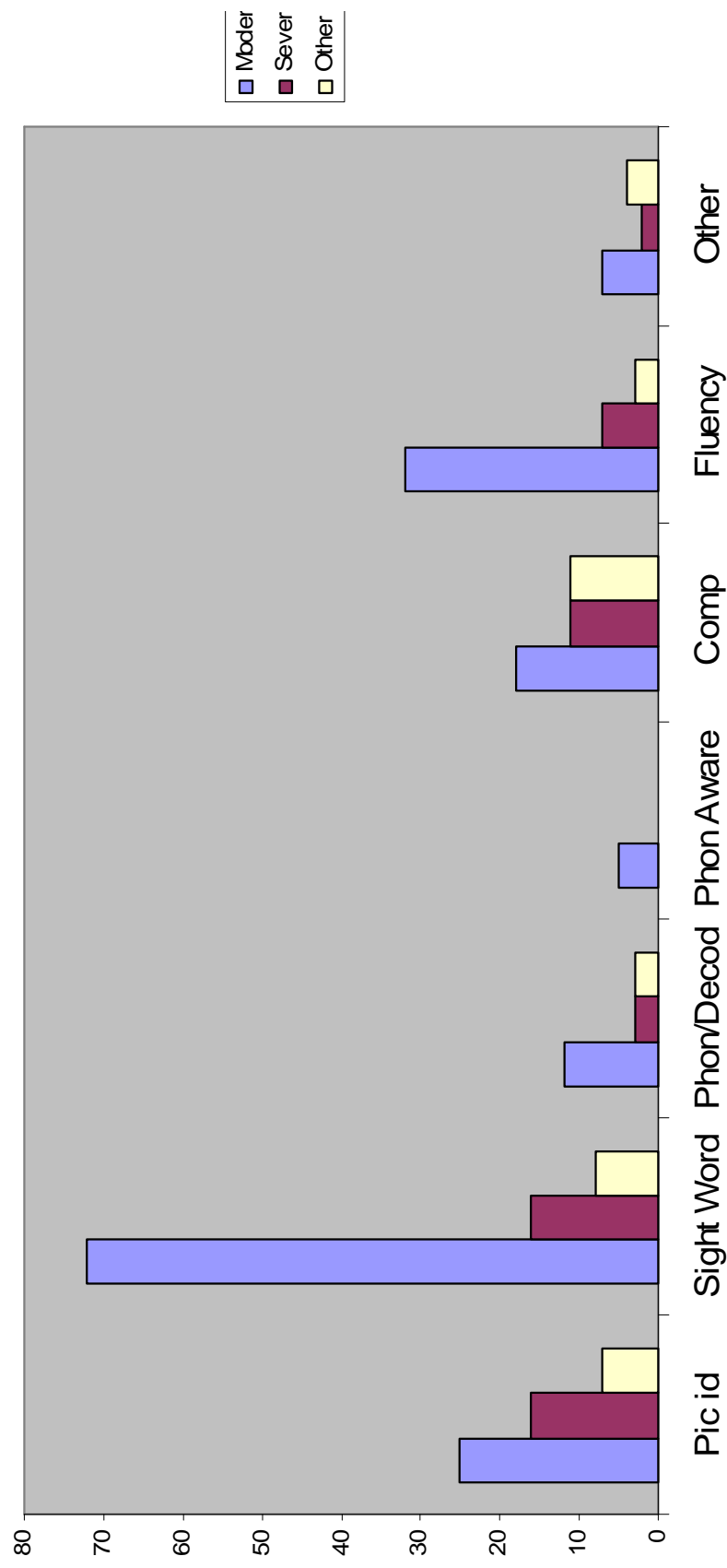
Research Foundation

- Project RAISE
- Meta-analysis of early reading instruction for students with significant developmental disabilities
- National Reading Panel Report

Project RAISE



- Federal Grant No. H324K040004 U.S. Department of Education
- National Center to Improve the Tools of Educators

Meta-Analysis of Teaching Early Reading to Students with Significant Disabilities



Meta-Analysis of Teaching Early Reading to Students with Significant Disabilities

- Browder, D. Wakeman, S., Spooner, F., Ahlgrim-DeLzell, L., & Algozzine, R.F. (2006). A comprehensive review of reading for students with significant cognitive disabilities. *Exceptional Children*, 72, 392-408.

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- Most research has focused on the acquisition of sight words
 - through massed trials
 - with systematic prompting and fading
 - Students with significant developmental disabilities can acquire sight words through this method of intervention
 - Need for research that incorporates other components of reading

National Reading Panel Report

Identified components of effective reading instruction

- Phonemic awareness
- Alphabetic Principles
- Reading Comprehension
- Vocabulary
- Fluency

Phonemic Awareness

- Ability to hear number of phonemes (sounds) in words like: at ship, ring, strike
- Ability to blend sounds
- Ability to segment sounds in words
- Ability to manipulate sounds in words
- Phonemic awareness

Alphabetic Principle

- Connecting sounds to symbols
- Phonics
- Print awareness
 - Letter recognition
 - Left-to-right sequence
 - Point to words read

Comprehension

- NRP found multiple comprehension strategies
 - Comprehension monitoring, cooperative learning, graphic organizers, story structure, questioning, question answering, question generation, summarizing
- Improved comprehension can boost overall reading skill and related communication skills

Vocabulary

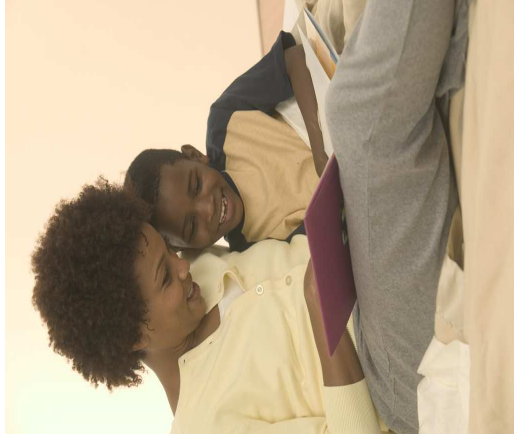
- Reading ability and vocabulary size are related
- Direct instruction in vocabulary improves both vocabulary and comprehension

Fluency

- Accurate, and completed at a reasonable rate and prosodic
 - Rapid recognition of sight words
 - Reading a repeated story line
 - Decoding a word in short period of time

Literacy Outcomes

- Increased Independence As a Reader
- Lifelong Access to Literature



Research on Shared Story Reading

- Students read to daily score higher on measures of vocabulary, comprehension, and decoding
- Interactive read alouds are effective
- Repeated reading of stories increase children's questions and comments become more interpretive

Shared Story Reading

- Expressive communication skills improve as book is introduced
- Introduces the joy of reading books
- Comprehension of spoken language is enhanced
- Meaning is constructed through interactions with the reader
- Broadens knowledge of the world

Early Literacy Skills Builder

- Based on research evidence
- Designed specifically for students with moderate and severe developmental disabilities who may be nonverbal
- Scripted lessons using systematic and direct instruction

Browder, D.M., Gibbs, S.L., Ahlgrim-DeLzell, L., Courtade, G., & Lee, A. (2007). *Early Literacy Skills Builder*. Verona, WI: Attainment Company.

Components of ELSB

- Building with Sounds and Symbols
- Building with Stories

Building with Sounds and Symbols

- Students learn vocabulary, phonemic awareness, listening comprehension, conventions of print
- Bridges to beginning reading program
- Seven levels (Optional Level A)
- Scope and Sequence—14 objectives
- Student Assessment

Lessons

- Scripted text
- Constant time delay procedure
- Errorless learning
- Systematic instruction
- Direct instruction
- Student Assessment

Vocabulary, Comprehension, Fluency

- Read alouds help to foster
 - Pair with some symbol and word recognition
- Pictures to promote meaning
 - Multiple pictures for same concept
- Early passage reading
 - Early skill-point to text as read aloud
- Comprehension
 - “Supported comprehension” as a starting point

Supported Comprehension

- Repeated reading of simple passage
- Question restates sentence just read
- Student finds answer using picture/word
- Shape towards comprehension by-
 - Using new stories
 - Delaying question
 - Asking question that requires some inference (not right on the page)

Nonverbal Response to Phonological Awareness

- Concept of word
 - Use AAC device to fill in word
 - Point to picture to complete sentence
- Segmentation
 - Clap syllables in word, tap out sounds in words
- Letter-sound correspondence
 - Point to the letter that makes /s/ sound
- Initial consonants
 - Find picture that begins with /s/ sound

Building with Stories



Gaining Meaning from Literature

- What is the literature?
 - Same books, novels, other literature as that of their chronological age and grade level
 - “Grade appropriate” instruction with support
 - Also includes text found across the general curriculum
- How to create access
 - Read alouds

Step 1: Anticipatory Set

- Present an object that can be accessed through at least one of the five senses to represent a major theme and create anticipation.

Step 2: Read the Title

- Read, label, and point to the title. Give every an opportunity to touch and/or read the title.

Step 3: Read the Author's Name

- Read, label, and point to the author's name.
Give every student an opportunity to engage with and/or read the name.

Step 4: Model Opening the Book

- Hand the book to one student and ask the student to get the story started.

Step 5: Ask a Prediction Question

- Show the cover page and “take a picture-walk” through the text. Ask students what they think the story will be about? The child may choose from pictures, objects, or give a verbal response.

Step 6: Text Point

- Read and point to the text. Highlight a specific sentence give students the opportunity to point to the text and “read” with you.

Step 7: Identify Vocabulary

- Identify one or two vocabulary words that apply to the story. Highlight these words throughout the text.

Step 8: Read the Repeated Story Line

- Select a line that represents a central theme throughout the story. This line can be added into the story. Give students the opportunity to point to and “read” the repeated story line.

Step 9: Turn the Page

- Give every student the opportunity to assist in continuing the story by responding to a verbal cue.

Step 10: Comprehension Questions

- Ask each child a comprehension question.
The question may be a literal, inference, or summary question.

Resources

- www.education.uncc.edu/access/RAISEProject.htm
- www.closingthegap.com/ctg2/solutions
- www.attainmentcompany.com

Enjoy Reading...

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